ANNUAL INDEX
Remedial and Special Education
January–December 1991
Volume 12

ADAMS, Arlene: **The Oral Reading Errors of Readers with Learning Disabilities: Variations Produced Within the Instructional and Frustrational Ranges** (1), 48–55.

ALLINGTON, Richard L.: See MCGILL-FRANZEN, Anne (3), 20–30.

BAROODY, Arthur J.; HUME, Janice: **Meaningful Mathematics Instruction: The Case of Fractions** (3), 54–68.

BARTNICK, William M.; PARKAY, Forrest W.: **A Comparative Analysis of the "Holding Power" of General and Exceptional Education Programs** (5), 17–22.

BEALE, Ivan L.: See LAM, Chee M. (2), 40–47.

BIKLEN, Douglas; SCHUBERT, Annegret: **New Words: The Communication of Students with Autism** (6), 46–57.

BRUCE, Merle E.; CHAN, Lorna K.S.: **Reciprocal Teaching and Transenvironmental Programming: A Program to Facilitate the Reading Comprehension of Students with Reading Difficulties** (5), 44–54.

CARTLEDGE, Gwendolyn; PAUL, Peter V.; JACKSON, Dorothy; COCHRAN, Lessie L.: **Teachers' Perceptions of the Social Skills of Adolescents with Hearing Impairment in Residential and Public School Settings** (2), 34–39, 47.

CARVER, Ronald P.: **Using Letter-Naming Speed to Diagnose Reading Disability** (5), 33–43.

CASS, Mike: See REIFF, Henry B. (5), 56–60.

CAWLEY, John F.: See PARMAR, Rene S. (5), 23–32, 43.

CHADSEY-RUSCH, Janis; RUSCH, Frank R.; O'REILLY, Mark F.: **Transition from School to Integrated Communities** (6), 23–33.

CHAN, Lorna K.S.: See BRUCE, Merle E. (5), 44–54.

COCHRAN, Lessie L.: See CARTLEDGE, Gwendolyn (2), 34–39, 47.

DAVID, Yvonne M.: See PALINCSAR, Annemarie Sullivan (3), 43–53.

DAVIS, Mark A.: See FOSHEE, Donald P. (2), 48–52.

DENNIS, Ruth: See GIANGRECO, Michael F. (2), 16–24.

EDELMAN, Susan: See GIANGRECO, Michael F. (2), 16–24.

ERIN, Jane: **A Book Review: Education and Deafness** (3), 69–70.

EVANS, Elizabeth D.: See REIFF, Henry B. (5), 56–60.

FOSHEE, Donald P.; DAVIS, Mark A.; STONE, Mary Ann C.: **Evaluating the Impact of Criterion-Referenced Measurement on Remediation Decisions** (2), 48–52.

FOURQUREAN, John M.; LACOURT, Timothy: **A Follow-Up of Former Special Education Students: A Model for Program Evaluation** (1), 16–23.

FUCHS, Douglas: See WHINNERY, Keith W. (4), 6–17.

FUCHS, Lynn S.: See WHINNERY, Keith W. (4), 6–17.

FULLER, Michael: See SUGAI, George (4), 33–42.

GALLAGHER, Jeanette McCarthy; WANSART, William L.: **An Assimilative Base Model of Strategy-Knowledge Interactions** (3), 31–42.

GELZHEISER, Lynn M.: See MEYERS, Joel (2), 7–15.

GIANGRECO, Michael F.; EDELMAN, Susan; DENNIS, Ruth: **Common Professional Practices That Interfere with the Integrated Delivery of Related Services** (2), 16–24.

GUSTAFSON, Glenn: See PAUL, Peter V. (4), 52–62.

HALPERN, Honey: **Learning Through Observation: Preservice Teachers Examine Students at Work** (4), 28–32.

HARDMAN, Michael: See MCDONNELL, Andrea (6), 34–45.

HARPER, Gregory F.: See MAHEADY, Larry (2), 25–33.

HUME, Janice: See BAROODY, Arthur J. (3), 54–68.

HUNG, Li-Yu: See KAUFFMAN, James M. (5), 7–16.

JACKSON, Dorothy: See CARTLEDGE, Gwendolyn (2), 34–39, 47.

JENSEN, Jeffrey B.: See WELCH, Marshall (1), 37–47.

KATSIYANNIS, Antonis: **Extended School Year Policies: An Established Necessity** (1), 24–28.

KATSIYANNIS, Antonis; KLARE, Kathe: **State Practices in Due Process Hearings: Considerations for Better Practices** (2), 54–58.

KAUFFMAN, James M.; WONG, Kathleen L.H.; LLOYD, John Wills; HUNG, Li-Yu; PULLEN, Patricia L.: **What Puts Pupils at Risk? An Analysis of Classroom Teachers' Judgements of Pupils' Behavior** (5), 7–16.

KLARE, Kathe: See KATSIYANNIS, Antonis (2), 54–58.

LACOURT, Timothy: See FOURQUREAN, John M. (1), 16–23.

LAM, Chee M.; BEALE, Ivan L.: **Relation Among Sustained Attention, Reading Performance, and Teachers' Ratings of Behavior Problems** (2), 40–47.

LLOYD, John Wills: See KAUFFMAN, James M. (5), 7–16.

LOMBARDI, Thomas P.; ODELL, Kerry S.; NOVOTNY, Deborah E.: **Special Education and Students At-Risk: Findings from a National Study** (1), 56–62.

MAHEADY, Larry; MALLETTE, Barbara; HARPER, Gregory F.; SACCA, Katherine: **Heads Together: A Peer-Mediated Option for Improving the Academic Achievement of Heterogeneous Learning Groups** (2), 25–33.

MALLETTE, Barbara: See MAHEADY, Larry (2), 25–33.

MCCUNE, Gale: See MCDONNELL, Andrea (6), 34–45.

MCDONNELL, Andrea; MCDONNELL, John; HARDMAN, Michael; MCCUNE, Gale: **Educating Students with Severe Disabilities in Their Neighborhood School: The Utah Elementary Integration Model** (6), 34–45.

MCDONNEL, John: See MCDONNELL, Andrea (6), 34–45.

MCGILL-FRANZEN, Anne; ALLINGTON, Richard L.: **The Gridlock of Low Reading Achievement: Perspectives on Practice and Policy** (3), 20–30.

MEERS, Gary D.: See ROJEWSKI, Jay W. (1), 7–15.

MEYERS, Joel; GELZHEISER, Lynn M.; YELICH, Glenn: **Do Pull-In Programs Foster Teacher Collaboration?** (2), 7–15.

MIRAMONTES, Ofelia B.: **Organizing for Effective Paraprofessional Services in Special Education: A Multilingual/Multiethnic Instructional Service Team Model** (1), 29–36.

NOVOTNY, Deborah E.: See LOMBARDI, Thomas P. (1), 56–62.

O'NEILL, Robert: See WALKER, Hill M. (4), 43–51.

O'REILLY, Mark F.: See CHADSEY-RUSCH, Janis (6), 23–33.

ODELL, Kerry S.: See LOMBARDI, Thomas P. (1), 56–62.

PALINCSAR, Annemarie Sullivan; DAVID, Yvonne M.; WINN, Judith A.; STEVENS, Dannelle D.: **Examining the Contexts of Strategy Instruction** (3), 43–53.

PARKAY, Forrest W.: See BARTNICK (5), 17–22.

PARMAR, Rene S.; CAWLEY, John F.: **Challenging the Routines and Passivity That Characterize Arithmetic Instruction for Children with Mild Handicaps** (5), 23–32, 43.

PAUL, Peter V.; GUSTAFSON, Glenn: **Comprehension of High-Frequency Multimeaning Words by Students with Hearing Impairment** (4), 52–62.

PAUL, Peter V.: See CARTLEDGE, Gwendolyn (2), 34–39, 47.

POLLARD, Richard R.: See ROJEWSKI, Jay W. (1), 7–15.

PULLEN, Patricia L.: See KAUFFMAN, James M. (5).

RAMSEY, Elizabeth: See WALKER, Hill M. (4), 43–51.

REID, D. Kim: **A Book Review: Beginning to Read: Thinking and Learning About Print** (2), 59–62.

REID, D. Kim; STONE, C. Addison: **Why is Cognitive Instruction Effective? Underlying Learning Mechanisms** (3), 8–19.

REIFF, Henry B.; EVANS, Elizabeth D.; CASS, Mike: **Special Education Requirements for General Education Certification: A National Survey of Current Practices** (5), 56–60.

ROJEWSKI, Jay W.; POLLARD, Richard R.; MEERS, Gary D.: **Grading Mainstreamed Special Needs Students: Determining Practices and Attitudes of Secondary Vocational Educators Using a Qualitative Approach** (1), 7–15.

RUSCH, Frank R.: See CHADSEY-RUSCH, Janis (6), 23–33.

SACCA, Katherine: See MAHEADY, Larry (2), 25–33.

SAILOR, Wayne: **Special Education in the Restructured School** (6), 8–22.

SCHUBERT, Annegret: See BIKLEN, Douglas (6), 46–57.

SCHUMM, Jeanne Shay; VAUGHN, Sharon: **Making Adaptations for Mainstreamed Students: General Classroom Teachers' Perceptions** (4), 18–27.

STEVENS, Dannelle D.: See PALINCSAR, Annemarie Sullivan (3), 43–53.

STIEBER, Steve: See WALKER, Hill M. (4), 43–51.

STONE, C. Addison: See REID, D. Kim (3), 8–19.

STONE, Mary Ann C.: See FOSHEE, Donald P. (2), 48–52.

SUGAI, George; FULLER, Michael: **A Decision Model for Social Skills Curriculum Analysis** (4), 33–42.

VAUGHN, Sharon: See SCHUMM, Jeanne Shay (4), 18–27.

WALKER, Hill M.; STIEBER, Steve; RAMSEY, Elizabeth; O'NEILL, Robert: **Longitudinal Prediction of the Social Achievement, Adjustment, and Delinquency of Antisocial Versus At-Risk Boys** (4), 43–51.

WANSART, William L.: See GALLAGHER, Jeanette McCarthy (3), 31–42.

WELCH, Marshall; JENSEN, Jeffrey B.: **Write, P.L.E.A.S.E.: A Video-Assisted Strategic Intervention to Improve Written Expression of Inefficient Learners** (1), 37–47.

WHINNERY, Keith W.; FUCHS, Lynn S.; FUCHS, Douglas: **General, Special, and Remedial Teachers' Acceptance of Behavioral and Instructional Strategies for Mainstreaming Students with Mild Handicaps** (4), 6–17.

WINN, Judith A.: See PALINCSAR, Annemarie Sullivan (3), 43–53.

WONG, Kathleen L.H.: See KAUFFMAN, James M. (5), 7–16.

YELICH, Glenn: See MEYERS, Joel (2), 7–15.

ANNUAL INDEX
Remedial and Special Education
January–December 1991
Volume 12

ADAMS, Arlene: **The Oral Reading Errors of Readers with Learning Disabilities: Variations Produced Within the Instructional and Frustrational Ranges** (1), 48–55.

ALLINGTON, Richard L.: See MCGILL-FRANZEN, Anne (3), 20–30.

BAROODY, Arthur J.; HUME, Janice: **Meaningful Mathematics Instruction: The Case of Fractions** (3), 54–68.

BARTNICK, William M.; PARKAY, Forrest W.: **A Comparative Analysis of the "Holding Power" of General and Exceptional Education Programs** (5), 17–22.

BEALE, Ivan L.: See LAM, Chee M. (2), 40–47.

BIKLEN, Douglas; SCHUBERT, Annegret: **New Words: The Communication of Students with Autism** (6), 46–57.

BRUCE, Merle E.; CHAN, Lorna K.S.: **Reciprocal Teaching and Transenvironmental Programming: A Program to Facilitate the Reading Comprehension of Students with Reading Difficulties** (5), 44–54.

CARTLEDGE, Gwendolyn; PAUL, Peter V.; JACKSON, Dorothy; COCHRAN, Lessie L.: **Teachers' Perceptions of the Social Skills of Adolescents with Hearing Impairment in Residential and Public School Settings** (2), 34–39, 47.

CARVER, Ronald P.: **Using Letter-Naming Speed to Diagnose Reading Disability** (5), 33–43.

CASS, Mike: See REIFF, Henry B. (5), 56–60.

CAWLEY, John F.: See PARMAR, Rene S. (5), 23–32, 43.

CHADSEY-RUSCH, Janis; RUSCH, Frank R.; O'REILLY, Mark F.: **Transition from School to Integrated Communities** (6), 23–33.

CHAN, Lorna K.S.: See BRUCE, Merle E. (5), 44–54.

COCHRAN, Lessie L.: See CARTLEDGE, Gwendolyn (2), 34–39, 47.

DAVID, Yvonne M.: See PALINCSAR, Annemarie Sullivan (3), 43–53.

DAVIS, Mark A.: See FOSHEE, Donald P. (2), 48–52.

DENNIS, Ruth: See GIANGRECO, Michael F. (2), 16–24.

EDELMAN, Susan: See GIANGRECO, Michael F. (2), 16–24.

ERIN, Jane: **A Book Review: Education and Deafness** (3), 69–70.

EVANS, Elizabeth D.: See REIFF, Henry B. (5), 56–60.

FOSHEE, Donald P.; DAVIS, Mark A.; STONE, Mary Ann C.: **Evaluating the Impact of Criterion-Referenced Measurement on Remediation Decisions** (2), 48–52.

FOURQUREAN, John M.; LACOURT, Timothy: **A Follow-Up of Former Special Education Students: A Model for Program Evaluation** (1), 16–23.

FUCHS, Douglas: See WHINNERY, Keith W. (4), 6–17.

FUCHS, Lynn S.: See WHINNERY, Keith W. (4), 6–17.

FULLER, Michael: See SUGAI, George (4), 33–42.

GALLAGHER, Jeanette McCarthy; WANSART, William L.: **An Assimilative Base Model of Strategy-Knowledge Interactions** (3), 31–42.

GELZHEISER, Lynn M.: See MEYERS, Joel (2), 7–15.

GIANGRECO, Michael F.; EDELMAN, Susan; DENNIS, Ruth: **Common Professional Practices That Interfere with the Integrated Delivery of Related Services** (2), 16–24.

GUSTAFSON, Glenn: See PAUL, Peter V. (4), 52–62.

HALPERN, Honey: **Learning Through Observation: Preservice Teachers Examine Students at Work** (4), 28–32.

HARDMAN, Michael: See MCDONNELL, Andrea (6), 34–45.

HARPER, Gregory F.: See MAHEADY, Larry (2), 25–33.

HUME, Janice: See BAROODY, Arthur J. (3), 54–68.

HUNG, Li-Yu: See KAUFFMAN, James M. (5), 7–16.

JACKSON, Dorothy: See CARTLEDGE, Gwendolyn (2), 34–39, 47.

JENSEN, Jeffrey B.: See WELCH, Marshall (1), 37–47.

KATSIYANNIS, Antonis: **Extended School Year Policies: An Established Necessity** (1), 24–28.

KATSIYANNIS, Antonis; KLARE, Kathe: **State Practices in Due Process Hearings: Considerations for Better Practices** (2), 54–58.

KAUFFMAN, James M.; WONG, Kathleen L.H.; LLOYD, John Wills; HUNG, Li-Yu; PULLEN, Patricia L.: **What Puts Pupils at Risk? An Analysis of Classroom Teachers' Judgements of Pupils' Behavior** (5), 7–16.

KLARE, Kathe: See KATSIYANNIS, Antonis (2), 54–58.

LACOURT, Timothy: See FOURQUREAN, John M. (1), 16–23.

LAM, Chee M.; BEALE, Ivan L.: **Relation Among Sustained Attention, Reading Performance, and Teachers' Ratings of Behavior Problems** (2), 40–47.

LLOYD, John Wills: See KAUFFMAN, James M. (5), 7–16.

LOMBARDI, Thomas P.; ODELL, Kerry S.; NOVOTNY, Deborah E.: **Special Education and Students At-Risk: Findings from a National Study** (1), 56–62.

MAHEADY, Larry; MALLETTE, Barbara; HARPER, Gregory F.; SACCA, Katherine: **Heads Together: A Peer-Mediated Option for Improving the Academic Achievement of Heterogeneous Learning Groups** (2), 25–33.

MALLETTE, Barbara: See MAHEADY, Larry (2), 25–33.

MCCUNE, Gale: See MCDONNELL, Andrea (6), 34–45.

MCDONNELL, Andrea; MCDONNELL, John; HARDMAN, Michael; MCCUNE, Gale: **Educating Students with Severe Disabilities in Their Neighborhood School: The Utah Elementary Integration Model** (6), 34–45.

MCDONNEL, John: See MCDONNELL, Andrea (6), 34–45.

MCGILL-FRANZEN, Anne; ALLINGTON, Richard L.: **The Gridlock of Low Reading Achievement: Perspectives on Practice and Policy** (3), 20–30.

MEERS, Gary D.: See ROJEWSKI, Jay W. (1), 7–15.

MEYERS, Joel; GELZHEISER, Lynn M.; YELICH, Glenn: **Do Pull-In Programs Foster Teacher Collaboration?** (2), 7–15.

MIRAMONTES, Ofelia B.: **Organizing for Effective Paraprofessional Services in Special Education: A Multilingual/Multiethnic Instructional Service Team Model** (1), 29–36.

NOVOTNY, Deborah E.: See LOMBARDI, Thomas P. (1), 56–62.

O'NEILL, Robert: See WALKER, Hill M. (4), 43–51.

O'REILLY, Mark F.: See CHADSEY-RUSCH, Janis (6), 23–33.

ODELL, Kerry S.: See LOMBARDI, Thomas P. (1), 56–62.

PALINCSAR, Annemarie Sullivan; DAVID, Yvonne M.; WINN, Judith A.; STEVENS, Dannelle D.: **Examining the Contexts of Strategy Instruction** (3), 43–53.

PARKAY, Forrest W.: See BARTNICK (5), 17–22.

PARMAR, Rene S.; CAWLEY, John F.: **Challenging the Routines and Passivity That Characterize Arithmetic Instruction for Children with Mild Handicaps** (5), 23–32, 43.

PAUL, Peter V.; GUSTAFSON, Glenn: **Comprehension of High-Frequency Multimeaning Words by Students with Hearing Impairment** (4), 52–62.

PAUL, Peter V.: See CARTLEDGE, Gwendolyn (2), 34–39, 47.

POLLARD, Richard R.: See ROJEWSKI, Jay W. (1), 7–15.

PULLEN, Patricia L.: See KAUFFMAN, James M. (5).

RAMSEY, Elizabeth: See WALKER, Hill M. (4), 43–51.

REID, D. Kim: **A Book Review: Beginning to Read: Thinking and Learning About Print** (2), 59–62.

REID, D. Kim; STONE, C. Addison: **Why is Cognitive Instruction Effective? Underlying Learning Mechanisms** (3), 8–19.

REIFF, Henry B.; EVANS, Elizabeth D.; CASS, Mike: **Special Education Requirements for General Education Certification: A National Survey of Current Practices** (5), 56–60.

ROJEWSKI, Jay W.; POLLARD, Richard R.; MEERS, Gary D.: **Grading Mainstreamed Special Needs Students: Determining Practices and Attitudes of Secondary Vocational Educators Using a Qualitative Approach** (1), 7–15.

RUSCH, Frank R.: See CHADSEY-RUSCH, Janis (6), 23–33.

SACCA, Katherine: See MAHEADY, Larry (2), 25–33.

SAILOR, Wayne: **Special Education in the Restructured School** (6), 8–22.

SCHUBERT, Annegret: See BIKLEN, Douglas (6), 46–57.

SCHUMM, Jeanne Shay; VAUGHN, Sharon: **Making Adaptations for Mainstreamed Students: General Classroom Teachers' Perceptions** (4), 18–27.

STEVENS, Dannelle D.: See PALINCSAR, Annemarie Sullivan (3), 43–53.

STIEBER, Steve: See WALKER, Hill M. (4), 43–51.

STONE, C. Addison: See REID, D. Kim (3), 8–19.

STONE, Mary Ann C.: See FOSHEE, Donald P. (2), 48–52.

SUGAI, George; FULLER, Michael: **A Decision Model for Social Skills Curriculum Analysis** (4), 33–42.

VAUGHN, Sharon: See SCHUMM, Jeanne Shay (4), 18–27.

WALKER, Hill M.; STIEBER, Steve; RAMSEY, Elizabeth; O'NEILL, Robert: **Longitudinal Prediction of the Social Achievement, Adjustment, and Delinquency of Antisocial Versus At-Risk Boys** (4), 43–51.

WANSART, William L.: See GALLAGHER, Jeanette McCarthy (3), 31–42.

WELCH, Marshall; JENSEN, Jeffrey B.: **Write, P.L.E.A.S.E.: A Video-Assisted Strategic Intervention to Improve Written Expression of Inefficient Learners** (1), 37–47.

WHINNERY, Keith W.; FUCHS, Lynn S.; FUCHS, Douglas: **General, Special, and Remedial Teachers' Acceptance of Behavioral and Instructional Strategies for Mainstreaming Students with Mild Handicaps** (4), 6–17.

WINN, Judith A.: See PALINCSAR, Annemarie Sullivan (3), 43–53.

WONG, Kathleen L.H.: See KAUFFMAN, James M. (5), 7–16.

YELICH, Glenn: See MEYERS, Joel (2), 7–15.